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ABSTRACT

This book focuses on what a quality reading program for children in kindergarten through third grade should look like and how parents can support that program at home. It includes a letter to parents and a list of tips for supporting reading. The guide encourages parents to focus on the five essential components of reading: Phonemic Awareness; Phonics; Reading Fluency; Vocabulary Development; and Reading Comprehension. In addition, it includes a list of things to look for in a child's reading program and a Reading Plan of Action. A resource list for parents contains information on the following: 11 federal offices or federally funded clearinghouses providing information on literacy and learning; 7 private resources dealing with literacy and reading; 3 other awareness and advocacy organizations; 1 federal source of materials for the blind and physically handicapped; 5 books for parents; and 6 other interesting Web sites for parents and caregivers. (PM)

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Every Child A Reader...

READING TIPS

A GUIDE FOR PARENTS

K-3

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READING TIPS

A GUIDE FOR PARENTS
K-3

2002

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Dear Parents,

You are your child's first and most important teacher. Your support and encouragement can make a tremendous impact on your child's success with reading.

Reading is critical to success both in school and in life. Reading is a top priority of the Mississippi State Board of Education. In an effort to make "Every Child a Reader," the Mississippi Reading Reform Model was established with a number of reading-related goals designed to ensure your child's success.

During the first years of school, your child's teacher is teaching reading skills that enable him/her to become a reader. Learning to read takes practice, more practice than a child gets during the school day.

As parents, you can help by understanding what teachers are teaching and by asking questions about your child's progress and the classroom reading program. You can also provide experiences for your child and engage in simple activities at home that will foster a love for reading.

This book focuses on what a quality reading program should look like at school and how you can support that program at home.

Sincerely,
The Reading Staff of MDE

PS: Make reading at home a fun experience! It's a sharing time for both of you. Time spent with your child builds memories that will last a lifetime.

READING TIPS FOR PARENTS

TABLE OF CONTENTS

READING - A GOOD HABIT TO SUPPORT TIPS FOR PARENTS	1
LITTLE THINGS MAKE A BIG DIFFERENCE WAYS TO HELP YOUR CHILD BECOME A READER	2
#1 READING TIP FOR PARENTS	3
THE FIVE ESSENTIAL COMPONENTS OF READING	4
THINGS TO LOOK FOR IN YOUR CHILD'S SCHOOL READING PROGRAM	5
PLAN OF ACTION	6
RESOURCE LIST FOR PARENTS	7

Reading

A Good Habit to Support

TIPS FOR PARENTS

- Set aside time each day for you and your child to read together – even if all you have is ten minutes. The important thing is that reading happens regularly and is a positive experience. If your own reading skills are limited, consider contacting a family literacy program such as a Parent Resource Center, an Even Start Program, or a local GED program.
- Tell family stories or folktales to your child or make up stories of your own.
- Ask a librarian for picture books and books on tape that you can share with your child.
- Set a good example. Let your child see that you enjoy reading books, newspapers, and magazines as a routine part of your day. Develop a home library.
- Read books over and over and over again. Your child needs the repetition and needs to hear a fluent reader read.
- Talk to your child about the pictures and characters in books and ask questions about the story.
- Provide new experiences for your child. If you are going on a trip, reading the map together ahead of time can be fun. If you are planning a birthday party, together you can choose games or plan refreshments.
- Link reading to real life. Follow your child's interests, especially if he/she is "turned off" to reading. Seek out reading materials that are tuned into his/her interests.
- Connect your child with his/her grandparents and great-grandparents. Encourage them to read books together, talk about growing up, tell stories, and sing songs from their generation.
- Help your child become a more fluent reader by having him/her read to younger brothers and sisters.

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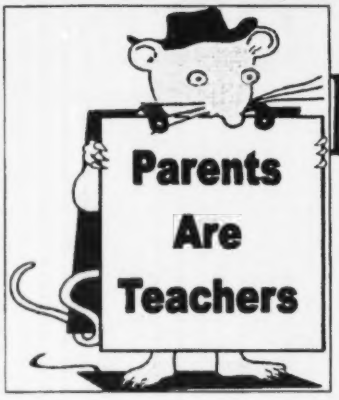


Little Things Make a Big Difference

Ways you can help your child become a reader...

- Visit the library often. Make sure your child has a library card.
- Include your child in family conversations and listen to what he/she has to say. Being listened to builds a child's self-esteem and helps him/her learn.
- Read aloud to your child. Verbal expression helps with vocabulary development which is an important aspect of learning to read.
- Provide opportunities for sharing information and learning about your child's interests and feelings.
- Verbal expression leads to language development, an important aspect of learning to read.
- Play with words by rhyming, finding opposites, and naming synonyms or words that have the same meanings like "big" and "large". These types of activities give practice with thinking and vocabulary development.
- Check on your child's progress in reading and ask the teacher about ways you can help.
- Play games with your child that involve reading and thinking about words.
- Make a grocery list with your child. Allow your child to find items in the grocery store and cross them off the list. Together, read labels, ingredients, and compare prices during the shopping trip.
- Have your child read schedules such as those for TV, buses, trains, etc.
- Link movies and television shows to books you have read together.
- Encourage your child to look u phone numbers in the phone book. Show him/her how to locate a business number by its category or by its name.
- Give gifts that encourage reading and writing: reading lamps, magazine subscriptions, books, stationery, pens, and blank books.
- Discuss your child's reading accomplishments and praise him/her often.
- Make thank you notes, birthday cards, and invitations together. Allow your child to be creative in designing and writing.

#1 Reading Tip for Parents

ENCOURAGE READING

Encouraging your child to read is the most important thing you can do to insure your child's school success. You can help make reading fun, interesting, exciting, and important to your child.

- Take your child to the library often. The library is free and has a large selection of books.
- Read aloud to your child everyday. When you read aloud from a variety of books, your child hears new words, learns that stories have a beginning, middle and an end, reading is fun, and is something you value. Most importantly, reading aloud is something that you and your child are sharing in a special way.
- Listen to your child read aloud everyday. Talk to your child about book characters, what happened in the book, and what he/she liked best about the book.
- Be a reading role model. Make sure your child sees you reading. Have reading material in your home such as newspapers, magazines, books, and catalogs.
- Read with your child in unusual places such as under a tree, in the park, in a tent, under the kitchen table, or in a dark room with a flashlight.
- Involve the whole family in reading books (or parts of books) aloud to each other.

Reading with children and helping them practice specific reading components can dramatically improve their ability to read. Scientific research shows that there are five essential components of reading that children must be taught in order to learn to read.

1. **Phonemic Awareness** - Recognizing and using individual sounds to create words. Children need to be taught to hear the individual sounds in words. They should be taught that words are made up of small parts of sound called phonemes.

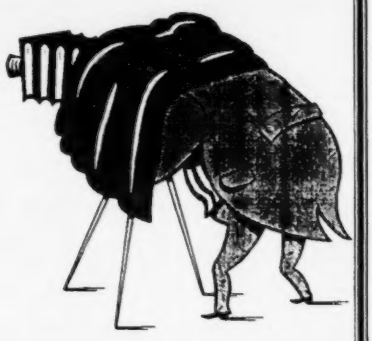
2. **Phonics** - Understanding the relationships between written letters and spoken sounds. Children need to be taught the sounds associated with individual printed letters and groups of letters. Knowing the relationships between letters and sounds helps children to recognize familiar words accurately and automatically, and "decode" new words.

3. **Reading Fluency** - Developing the ability to read a text accurately and quickly. Children must learn to read words rapidly and accurately in order to understand what is read. When fluent readers read silently, they recognize words automatically. When fluent readers read aloud, they read effortlessly and with expression. Readers who are weak in fluency read slowly, word by word, focusing on decoding words instead of comprehending meaning.

4. **Vocabulary Development** - Children need to actively build and expand their knowledge of written and spoken words, what they mean and how they are used. As children learn new word meanings or pronunciations, vocabulary is also developing.

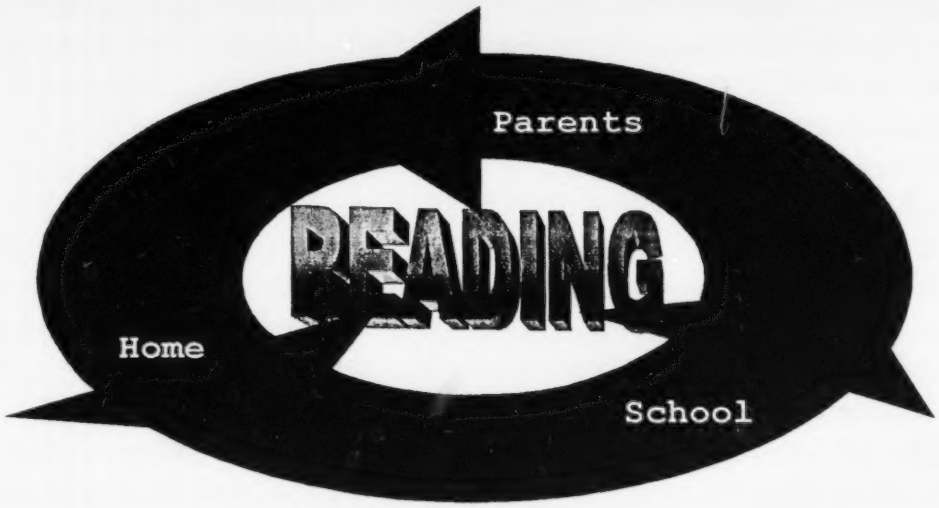
5. **Reading Comprehension** - Acquiring strategies to understand, remember, and communicate what is read. Children need to be taught comprehension strategies, or the steps good readers use to make sure they understand text. Students who are in control of their own reading comprehension become purposeful, active readers.

Things to Look for in Your Child's School Reading Program



Every teacher is excited about reading and promotes the value and fun of reading to students.

- Kindergarten students are carefully monitored through informal assessments. Students in grades one, two, and three are assessed formally and informally to determine what they know and what they need to know to become good readers.
- All students have an opportunity to read both silently and aloud at school each day.
- Students who need extra help receive reading instructional intervention.
- Every classroom has a collection of books that children want to read. This includes easy and more difficult books.
- Reading instruction and practice includes work on letters, sounds, and blending sounds. Students learn to blend sounds to form new words.
- Students learn new words and understand their meaning.
- Students have daily spelling and writing practice.
- The connection between reading and writing is taught daily.
- Student work is examined and returned to the students. Corrected papers are available for parents to see.
- All students are read to each day from different kinds of books. Students discuss what they read with teachers and other students.



As a parent, you have some responsibilities to help your child become a successful reader. Think about your plan of action. Use the space below to list your ideas.

My Reading Plan of Action

- **Things I Can Do At Home To Help My Child Become A Reader:**

_____

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- **Things I Need To Look For In My Child's Reading Program At School:**

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Resource List for Parents

Federal Offices or Federally Funded Clearinghouses Providing Information on Literacy and Learning

U.S. Department of Education (ED)
http://www.ed.gov

ACCESS ERIC
Toll Free: 1-800-LET-ERIC
http://www.eric.ed.gov/resources/parent/parent.html

Source for ERIC Parent Brochures series, including "How Can I Encourage My Young Child To Read." Also provides referrals to all of ERIC--the Educational Resources Information Center, a national education information system supported by ED. Two ERIC Clearinghouses of particular interest are:

- **ERIC Clearinghouse on Elementary and Early Childhood Education and the National Parent Information Network (NPIN)** at the University of Illinois at Urbana-Champaign (http://npin.org); and
- **ERIC Clearinghouse on Reading, English, and Communication** at Indiana University (http://www.indiana.edu/~eric_rec).

Center for the Improvement of Early Reading Achievement (CIERA)
University of Michigan School of Education
610 East University Avenue, Room 1600 SEB
Ann Arbor, Michigan 48109-1259
Phone: 734-647-6940
http://www.ciera.org

The national research and development center on early childhood reading funded by ED. CIERA's mission is to improve the reading achievement of America's children by developing and offering solutions to persistent problems in the learning and teaching of beginning reading.

Even Start Family Literacy Program
U.S. Department of Education
Office of Elementary and Secondary Education
400 Independence Avenue SW
Washington, DC 20202
Toll Free: 1-800-USA-LEARN
http://www.ed.gov/offices/OESE/

Even Start provides support for family-centered education projects to help parents learn the literacy and parenting skills they need to help their young children reach their full potential as learners. Grants are made to local education agencies, community-based organizations, and other nonprofit organizations. To find out about programs in your state, contact the Mississippi Department of Education or your local school district office.

National Institute for Literacy (NIFL)
800 Connecticut Avenue NW, Suite 200
Washington, DC 20006
Toll Free: 1-800-228-8813
http://www.nifl.gov

Jointly administered by the Secretaries of Education, Labor, and Health and Human Services, NIFL is an independent federal institute. The NIFL Hotline is available 24 hours a day to provide free referrals for potential students and volunteers to outstanding programs in their area. Also provides free copies of current publications on literacy.

National Institute on Early Childhood Development and Education
U.S. Department of Education
Office of Educational Research and Improvement
555 New Jersey Avenue NW
Washington, DC 20208
Phone: 202-219-1935
http://www.ed.gov/offices/OERI/ECI/

Sponsors research that focuses on early childhood development and education, especially school readiness, child/adult relationships, and children's resilience.

Partnership for Family Involvement in Education
U.S. Department of Education
400 Maryland Avenue SW
Washington, DC 20202
Toll Free: 1-800-USA-LEARN

Provides materials for families, schools, employers, and community groups. Be sure to ask about ***The AMERICA READS CHALLENGE*** *program (http://www.ed.gov/inits/americareads/) and its summer component* ***READ*WRITE*NOW!***

U.S. Department of Health and Human Services
Early Head Start/Head Start Program
U.S. Department of Health and Human Services (HHS)
Administration for Children, Youth, and Families
Washington, DC 20202-0001
Phone: 202-205-8572 (or check directory for regional HHS office)
http://www.acf.dhhs.gov/programs/hsb/

Head Start programs nationwide provide comprehensive services for 3 to 5 year old children of low-income families. Grants are made to public school systems and nonprofit organizations to fund services covering education, health care, family involvement, and social services. Early Head Start programs--modeled after Head Start--provide services to low-income pregnant women and families with infants and toddlers. To find out about programs in Mississippi, contact the Mississippi Department of Education, Head Start Collaboration Office, or your local school district.

National Institute of Child Health and Human Development Clearinghouse
U.S. Department of Health and Human Services
P.O. Box 3006
Rockville, MD 20847
Toll Free: 1-800-370-2943
http://www.nichd.nih.gov/publications/publications.htm

Provides information about government-sponsored research on human development over the entire life span. Included are topics such as prenatal care, learning disabilities, AIDS, and mental retardation.

Private Resources Dealing with Literacy and Reading

For information about adult and family literacy programs in your community, be sure to check at your local public library. Other resources on literacy and reading include:

American Library Association (ALA)
Association for Library Service to Children (ALSC)
50 East Huron Street
Chicago, IL 60611
Toll Free: 1-800-545-2433, ext. 2163
http://www.ala.org/alsc/

ALA/ALSC sponsors "Born To Read," a program that builds partnerships between librarians and health care professionals to reach out to new and expectant "at-risk" parents to help them raise children who are "born to read." Publications and online resources include materials for parents, caregivers, and children.

International Reading Association
800 Barksdale Road
P.O. Box 8139
Newark, DE 19714-8139
Phone: 302-731-1600
http://www.reading.org/

An organization of teachers, librarians, researchers, parents, and others dedicated to promoting high levels of literacy for all. Online Bookstore offers books, videos, and software for parents and caregivers.

Literacy Volunteers of America
635 James Street
Syracuse, NY 13202-2214
http://literacyvolunteers.org

Sponsors 375 community programs in 42 states that offer free literacy help to adults and their families. To find out more, check Web site or write to address above; or e-mail at lvanat@aol.com.

National Center for Family Literacy
Waterfront Plaza, Suite 200
325 West Main Street
Louisville, KY 40202-4251
Toll Free (Parade Family Literacy Info Line): 1-877-326-5481
http://www.famlit.org

Parade Family Literacy Info Line provides referrals for family literacy programs at the local level. Accessible 24 hours a day; operators are available 9 a.m.-4 p.m. Eastern Standard Time, Monday-Friday.

Reading Is Fundamental, Inc.
P.O. Box 23444
Washington, DC 20026
Toll Free: 1-877-RIF-READ
http://www.rif.org/

Develops and delivers children's and family literacy programs that help prepare young children for reading and motivate school-age children to read. Trains literacy providers, parents, and others to prepare all children to become lifelong readers.

ERIC Clearinghouse on Disabilities and Gifted Education
1920 Association Drive
Reston, VA 22091
Toll Free: 1-800-328-0272
http://www.ericec.org/

Provides research-based information on a variety of topics, including learning disabilities, Attention Deficit Disorder (ADD), and behavior disorders.

National Information Center for Children and Youth with Disabilities
P.O. Box 1492
Washington, DC 20013-1492
Toll Free: 1-800-695-0285 (voice & TTY)
http://www.nichcy.org

Provides referrals and information on disabilities and related issues for families, educators, and others, with a focus on children and youth (birth to age 22). Funded by the Office of Special Education Programs, Office of Special Education and Rehabilitative Services, U.S. Department of Education--the federal office that administers the Individuals with Disabilities Education Act (IDEA).

Other Awareness and Advocacy Organizations

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234
Toll Free: 1-888-300-6710
http://www.ldanatl.org

A nonprofit volunteer organization advocating for individuals with learning disabilities. The association has more than 60,000 members and 600 state and local affiliates nationwide.

National Center for Learning Disabilities
381 Park Avenue South, Suite 1401
New York, NY 10016
Toll Free: 1-888-575-7373
http://www.ncld.org

A national nonprofit organization committed to improving the lives of those affected by learning disabilities. Provides materials designed to increase public awareness and understanding.

Coordinated Campaign for Learning Disabilities
c/o Communications Consortium Media Center
1200 New York Avenue, NW, Suite 300
Washington, DC 20005-1754
Phone: 202-326-8700
http://www.ldonline.org/ccldinfo/

A collaboration of leading national learning disability organizations dedicated to improving awareness and understanding about the nature of learning disabilities.

Federal Source of Materials for the Blind and Physically Handicapped

National Library Service for the Blind and Physically Handicapped
Library of Congress
Washington, DC 20542
Phone: 202-707-5100
http://www.lcweb.loc.gov/nls/

A free national library program of Braille and recorded materials for blind and physically handicapped children and adults.

Books for Parents

The books listed below are just a few of the many excellent books on reading with children. Check with your library for more books and children's book lists.

Beaty, Janice. Building Bridges with Multicultural Picture Books: For Children 3-5. Merrill, 1997. A listing of selected multicultural picture books for young children. Includes activities to do with children that are based on the books listed.

Butler, Dorothy. Babies Need Books: Sharing the Joy of Books with Children from Birth to Six. Heinemann, 1998. Discusses the importance of reading to young children and gives summaries of books by age level.

Muse, Daphne, ed. The New Press Guide to Multicultural Resources for Young Readers. The New Press, 1997. Includes reviews of hundreds of children's books from a wide variety of backgrounds.

Trelease, Jim. The Read-Aloud Handbook. Penguin, 1995. Discusses the importance of reading aloud to children. Includes a "Treasury of Read - Alouds"--hundreds of recommended books annotated by age and grade level.

Mississippi Department of Education, A Family Guide For Student Success, 2001. The *Mississippi Student Expectation* booklets outline what your child should learn at each grade level from kindergarten through high school. The publication may be obtained through your child's school or the Mississippi Department of Education.

Some Other Interesting Web Sites for Parents and Caregivers

The Children's Book Committee:
http://www.bnkst.edu/html/bookcommittee/index.html

Family Education Network:
http://www.familyeducation.com

Gryphon House (activity books and children's literature):
http://www.ghbooks.com/

Kidsource:
http://www.kidsource.com

National Association for the Education of Young Children:
http://www.naeyc.org

Parent Soup:
http://www.parentsoup.com

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

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